

Argumentation and Evaluation Writing Assignment Scoring Rubric (04/30/15)

Student ID: _____

Scoring Guidelines	0 Poor	1 Needs Improvement	2 Good Progress Toward Improvement	3 Very Good Meets Standards	Score
Claim AEG box 1	No response or unrelated response	The student inaccurately states the claim being made or writes a response not structured as a claim.	The student partially states the claim being made.	The student accurately states the claim being made.	
Qualifier AEG box 1	No response or unrelated response	The student response fails to accurately state a qualifier(s) within the claim or fails to state that none are present.	The student partially states qualifier(s) within the claim.	The student accurately states qualifier(s) within the claim OR correctly states that none are present.	
Evidence AEG box 2	No response or unrelated response	The student response fails to cite evidence to support the claim.	The student accurately cites one piece of evidence to support the claim.	The student accurately cites multiple pieces of evidence to support the claim.	
Identifying Types of Evidence AEG box 3	No response or unrelated response	The student inaccurately identifies types of evidence and/or identifies information that is not evidence.	The student accurately identifies one piece of evidence he/she cites as data, fact, theory, opinion or uses a very close synonym (e.g. signs, symptoms, issues for fact).	The student accurately identifies multiple pieces of evidence as data, fact, theory, opinion or uses very close synonyms (e.g. signs, symptoms, issues for fact).	
Evaluation of Quality of Evidence AEG box 4	No response or unrelated response	The student response includes EITHER the evaluation or an explanation of the quality of the evidence, but not both OR the evaluation and an explanation that does not address quality of evidence.	The student uses evaluative descriptors and explains the quality of one piece of evidence he/she cites. (e.g. student might structure response: "The evidence is good because...trusted experts, well-accepted theory, reliable, valid, etc.")	The student uses evaluative descriptors and explains the quality of multiple pieces of evidence he/she cites. (e.g. student might structure response: "The evidence is good because...trusted experts, well-accepted theory, reliable, valid, etc.")	
Chain of Reasoning (Warrant) AEG box 5	No response or unrelated response	The student response uses inaccurate reasoning connecting the evidence to the claim.	The student uses one form of reasoning connecting the evidence to the claim.	The student uses multiple forms of reasoning connecting the evidence to the claim	
Identifying Types of Reasoning AEG box 6	No response or unrelated response	The student response implies some type of reasoning.	The student accurately identifies one type of reasoning as authority, theory or a type of logic such as generalization, analogy, correlation, cause and effect, or uses a synonym.	The student accurately identifies multiple types of reasoning as authority, theory, or a type of logic such as generalization, analogy, correlation, cause and effect or uses very close synonyms.	
Evaluation of Quality of Reasoning AEG box 7	No response or unrelated response	The student response includes EITHER the evaluation or an explanation of the quality of the reasoning, but not both OR the evaluation and an explanation that does not address quality of reasoning.	The student uses evaluative descriptors and explains the quality of reasoning for one part of the reasoning. (e.g. student might structure response: "My reasoning is good because...leading experts (authority), solid research (logic), multiple facts (generalizability)") .	The uses evaluative descriptors and explains the quality of reasoning for multiple parts of the reasoning. (e.g. student might structure response: "My reasoning is good because...leading experts (authority), solid research (logic), multiple facts (generalizability)") .	
Concerns of the Student AEG box 8	No response or unrelated response	The student response includes unrelated concerns or states there are no concerns.	The student raises new concerns, but they are NOT expressed in the form of counterarguments, rebuttals or new questions.	The student clearly raises new concerns AND expresses them in the form of counterarguments, rebuttals or new questions.	
Conclusion and Explanation About the Claim AEG box 9	No response or unrelated response	The student response makes a conclusion to accept, reject or withhold a decision about the claim OR gives an explanation, but not both.	The student makes a conclusion to accept, reject or withhold a decision about the claim AND provides an explanation of the judgment that fails to include a summary of arguments.	The student makes a conclusion to accept, reject or withhold a decision about the claim AND provides an explanation of the judgment that includes a summary of arguments.	
Total					